DOCUMENT RESUME

ED 087 303 HE 005 103

TITLE	Report of the Committee on the Extended University.
INSTITUTION	Ohio Univ., Athens.
PUB DATE	12 Jun 72
NOTE	64p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Educational Improvement; *Educational Innovation; Educational Programs; *External Degree Programs; *Higher Education; *Special Degree Programs; *University Extension
IDENTIFIERS	*Ohio University

ABSTRACT

To offer extended learning opportunities to persons without access to traditional residential education is the purpose of the proposed extended university of Ohio University. This new academic unit would be responsible for the development and administration of the Extended Learning Program (ELP). The ELP admits students who have successfully completed an accredited high school course or its equivalency as determined in consultation with the ELP advisory board. A wide variety of learning experiences are recommended for the ELP. Flexible modules of study encompassing independent study, correspondence courses, televised materials, internships, field experience, seminars and workshops, credits by examination, regular classroom study, and credit for demonstrated learning through past experience are proposed. Some traditional programs of study will be encouraged and new units of study will be designed as the need arises. Student evaluation procedures will utilize conventional methods presently in existence including examinations, testing programs, and comprehensive oral examinations. Other nontraditional evaluation methods, such as criterion referenced evaluation, will be developed. This document contains a review of the need and purpose of the ELP at Ohio University, a review of existing models (including the open university, the university without walls, and credit through examination), media systems, admission and counseling, organization and financing of the ELP, and the pilot study for the ELP. (Author/PG)

ED 087303

REPORT OF THE

COMMITTEE ON THE EXTENDED UNIVERSITY

OHIO UNIVERSITY

ATHENS, OHIO

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REPORT OF

THE COMMITTEE ON THE EXTENDED UNIVERSITY

Ohio University

Athens, Ohio

June 12, 1972

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CUTLER HALL
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VICE PRESIDENT
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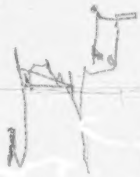
June 12, 1972

Dr. Beaumont Davison
Vice President for Regional Higher Education
Cutler Hall
Ohio University
Athens, Ohio

Dear Dr. Davison:

Submitted herewith is the report of the Committee on the Extended University. The six-month deliberations of the Committee are delineated in the report and it represents a consensus subscribed to by all of the members. The members of the Committee worked diligently on this task and are to be commended for extending every effort on this very important and vital task.



Respectfully submitted,

Richard C. Dorf

Richard C. Dorf, Chairman
of the Committee on the
Extended University

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PREFACE

In November, 1971, the Ohio Board of Regents requested that Ohio University assume a leadership role in the study and development of a higher education program that would transcend existing structures and further extend them to the citizens of Ohio. Ohio University was deemed to be the appropriate institution for this task because of its history of non-traditional instruction including correspondence courses, course credit through examination, and most recently, the introduction of the Bachelor of General Studies degree.

The Ohio University Committee on the Extended Learning Program was formed in December, 1971. Representatives of the faculty, administration, undergraduate and graduate student body, and the community made up the sixteen member study group, which was chaired by Dr. Richard C. Dorf, Professor of Electrical Engineering.

The first task of this Committee was exploring various forms of non-traditional study programs in this country and in Britain. Advantages and disadvantages of different philosophies, and methods of organization were investigated. Joint meetings were held with those groups which the Committee felt should play an integral part in the implementation of a state-wide Extended Learning Program: representatives of the state universities of Ohio, media representatives, library personnel, and community groups. The resulting proposal is, we believe, an integration of the most positive elements of non-traditional studies, structured in such a way that the program will provide a viable addition to higher education in the State of Ohio. The success of the Extended Learning Program lies not only in the merit of the proposal, but also in the cooperation of the agencies of the state who will be concerned with it. The Ohio University Committee has worked diligently; the fruition of the task rests upon those persons who implement and participate in the Extended Learning Pilot Program.

COMMITTEE ON THE EXTENDED UNIVERSITY

OHIO UNIVERSITY

Beaumont Davison	Vice President for Regional Higher Education
Richard C. Dorf	Professor of Electrical Engineering (Chairman)
Edward W. Erner	Assistant to the Vice President, Regional Higher Education
Mary Anne Flournoy	Community Representative
Lesley Gunsaulus	Undergraduate Student (Computer Science)
Curtis Johnson	Director, Extension Division
David Knight*	Undergraduate Student (Residential-Experimental College)
Annette Kormanik	Undergraduate Student (Foreign Service)
Nancy Kreider	Research Assistant to the Committee
Lowell LeClair	Director, Lancaster Campus of Ohio University
Patrick McLaughlin*	Undergraduate Student (Pre-Law)
Clifford McCarthy	Associate Professor of Art
C.E. 'Ned' Peterson	Professor of Education
Warren H. Reininga	Professor of Accounting
Robert L. Rings	Graduate Student in Organizational Communication
Mark E. Rollins*	Instructor in English
Robert M. Tyrell	Director of Learning Resource Center
N. Joseph Welling	Director, Telecommunications Center

*Resigned, Spring Quarter

SUMMARY RECOMMENDATIONS

PURPOSE

Our purpose is to offer extended learning opportunities to persons without access to a traditional two-year or four-year residential education because of cultural, geographic or economic considerations. Credit and non-credit studies may be offered by various means and technologies, primarily for those who have completed high school or its equivalent.

ORGANIZATION

A new academic unit within Ohio University should be responsible for the development and administration of the Extended Learning Program for the State of Ohio. The degree of Bachelor of General Studies or an appropriate college degree (such as Associate of Arts or Bachelor of Arts) when approved by the dean of the college and the faculty of a specific department should be awarded. At a later time consideration should be given to authorizing the Extended Learning unit to grant its own degree. Finally, as the program comes to maturity, consideration should be given to separating the Extended Learning unit from Ohio University and providing a charter from the Board of Regents for a separate administrative institution, if the desirability of such is indicated.

BOARD OF ADVISORS

Upon approval of this proposal, it is recommended that a board of advisors consisting of a representative from each of the participating state universities be constituted. This board may also include representatives from those agencies related to the on-going work of the Extended Learning Program (libraries, media personnel, labor representatives, community action groups, etc.). The role of this board will be to assess and plan for the utilization of state-wide resources, to define areas of cooperation among state institutions, and to recommend policy for an integrated program.

PILOT STUDY STEERING COMMITTEE

A Pilot Study Steering Committee is recommended, consisting of representatives of the pilot program staff, learning center staff, faculty, selected students and community representatives from the learning center sites. Representatives from state universities involved during the pilot project year would be included as well as the Board of Advisors. This committee would plan and implement the pilot study project in those locations chosen as learning centers and perform an evaluative function during the 1972-1973 year.

ADMISSIONS

The Extended Learning Program will admit students who have successfully completed an accredited high school course or its equivalency as determined in consultation with the Extended Learning Program Advisory Board.

COUNSELING

The counseling and advising functions in the Extended Learning Program are vital evolutionary processes including: orientation to independent study; assessment of individual abilities, interests, and goals; providing access to the learning resources available in the state; and evaluation of a student's progress.

LEARNING CENTERS

It is proposed that two learning centers be established, one in an urban and one in a rural setting, to be operational in September, 1972. These centers will be guidance/facilitating units designed to give the non-residential student easier access to the resources of higher education. The center staff will assess the learning needs of students, test their accumulated knowledge, set goals, compile a learning inventory for the geographic area in which it functions. Learning contracts will be designed at the centers and with the assistance of an advisor and submitted to a student's advisory committee for approval. Evaluation of individual students and measuring the success of the program in meeting its projected goals will also be the on-going responsibility of the learning center staff.

CURRICULUM

A wide variety of learning experiences are recommended for the Extended Learning Program. Flexible modules of study encompassing independent study, correspondence courses, televised materials, internships, field experience, seminars and workshops, credit by examination, regular classroom study and credit for demonstrated learning through past experience are proposed. Some traditional programs of study will be encouraged and new units of study will be designed as the need arises.

FEES

The part-time student should be charged thirteen dollars ($13.00) per quarter-hour of credit or equivalent, for those courses offered by the Extended Learning Program. A student utilizing instruction offered through a regular institution of higher learning will pay the normal instructional fee of that institution.

The Extended Learning Program of the State of Ohio should receive separately identified line item funding in the budget of the State of Ohio based on the regularly adopted subsidy per full-time equivalent student. During bienniums 1973-1975 and 1975-1977 additional start-up funding should be provided in the amount of $400,000 per biennium.

EVALUATION OF STUDENT PROGRESS

Student evaluation procedures will utilize conventional methods presently in existence including examinations, both subjective and objective, testing programs (Course Credit by Examination, College Level Examination Program, Graduate Record Examination) and comprehensive oral examinations. Other non-traditional evaluation methods, such as criterion referenced evaluation, will be developed and utilized in the pilot study. A system for recorded grades will be used so that complete transferability of credits earned and the grade achieved can be expeditiously realized.

In the evaluation of a learning contract, the procedure will be based on the exhibited competence of the student. He must show evidence of change and/or performance in the areas of skills developed, understanding, or attitudes.

NEED AND PURPOSE OF AN EXTENDED LEARNING PROGRAM

INTRODUCTION

Ohio University was asked by the Ohio Board of Regents to undertake the initial planning and pilot study which will lead to the creation of new opportunities in higher education for persons living away from colleges and universities. For working purposes, the planning committee drew up this definition: "Our purpose is to offer extended learning opportunities to those persons who are not able to, or do not choose to, avail themselves of a traditional two-year or four-year residential education because of cultural, geographic or economic considerations. Credit and non-credit studies may be offered by various means and technologies, primarily for those who have completed high school or its equivalent."

NEEDS FOR POST-SECONDARY EDUCATION

Support for higher education, in the past, has emerged from complex social and economic premises which continually are being challenged. Those of us confronted with devising a pilot model for a new Extended Learning Program have been forced to consider why more education and more educated people are desirable. Many students see today's educational programs as de-humanizing and incapable of serving the needs of society.

The Committee is well-aware of the present problems in education and believes that practical knowledge applied with wisdom may lead to further improvement of man's condition.

Regardless of the fragility of our optimism over man's ability to put his affairs in a more reasonable order, his need to experience, understand and explain persists. As we leave behind the assembly line age, which required that

man be trained to the adjunct of the machine, post-secondary education will be an increasingly important life interest.

The central benefit accruing in the last quarter of the twentieth century, we are promised, will be leisure time. Paradoxically, leisure is often identified with time wasting and self-indulgence. We also know that leisure can be devoted to self-directed inquiry and constructive work, in other words, to learning. An assignment for higher education for the next several decades is that colleges and universities must facilitate convivial learning, programs where learning is joyous and desirable.

POPULATION TRENDS

Similar programs in other states indicate a need for non-traditional education. This is seen by the response of the population to the courses offered, rather than through published statistical evaluations or surveys. College drop-outs appear to be most involved in these new educational programs. Statistics for 1969 indicate that there were 10.6 million persons in the United States with one to three years of college. The Ohio Board of Regents estimates that only fifty per cent of today's entering freshmen will earn a bachelor's degree in four years and another ten per cent will receive a bachelor's degree in the future. The drop-out rate for two-year colleges is slightly higher. These figures increase yearly, but a flexible, reasonably priced educational system, like an Extended Learning Program, may provide an incentive for students to resume their studies.

The reasons for interrupting college work are varied and complex, as are the reasons for returning to school. Transfers, name changes, moving from state to state, etc., compound the problem of determining the drop-out rate among the college population.

Population forecasts indicate a rise in the percentage of 18 to 24-year-olds, a factor which will put stress on the present higher education facilities

and will add to the need for non-residential programs. National predictions show a seventy per cent increase in public college and university enrollments for the next decade (Appendix A). Ohio foresees a sixty-one per cent increase with enrollments going from a head count of 291,500 in 1971 to 450,000 in 1980. The American Council of Education estimates a twenty-two per cent increase in Ohio during the present decade in the 18 to 24-year-old age group, based on birth rate statistics. This group is expected to increase the need and desire for education beyond high school.

Population density and migration figures will be used to plan for expanded learning facilities (Appendixes B-1 and B-2).

EXTENDED PROGRAMS AND NON-TRADITIONAL PATHS TO DEGREES

Education by private and public universities and colleges ideally is oriented towards career training. Until recently, most learning institutions fulfilled this function, and students were willing to accept the degree programs. However, career expectations and the reasons for seeking higher education have changed and students and teachers alike are searching for alternatives. People are either postponing education or are choosing educational opportunities more critically. Students are questioning prescribed programs, and they occasionally say course prerequisites are irrelevant. If the message can be read clearly, it says that education must provide a preparation for available work and must relate to society's problems.

Plans to extend non-traditional education programs must include student participation in all phases. Immediate access to the educational facilities is vital. Teaching personnel must understand the special needs of the program. If a student holds a job related to his educational goals, the demonstrated learning should be accredited.

CHARACTERISTICS OF NON-TRADITIONAL STUDIES

The differences between the traditional and non-traditional concepts of education might be summarized through the following outline.

Traditional Education is Generally:	Non-traditional Education is Generally:
On-campus oriented	Off-campus oriented
Directed towards the 18 to 24-year-old population	Directed towards life-long learning
Standardized curricula	Individualized curricula
Imposed time sequence	Self-directed time sequence
Focused on cognitive learning	Integration of learning styles

The Extended Learning Program would not be limited to a single physical location. Thus, it would be unnecessary for many to leave their homes and occupational responsibilities permanently to take up residence around the site of a conventional university. In effect, the university would come to them through the mail, through the media, or through the local learning center, perhaps situated in a convenient shopping center, or the town library. It should not be discounted, however, that one of the most appealing features of earlier models of non-traditional education is the practice of bringing widely scattered students to a central campus for a brief visit (perhaps for a weekend or for two weeks). These trips enable students to meet with each other and the faculty and provide a means for the exchange of ideas.

MAINTENANCE OF STANDARDS

The objection that extended and unorthodox education means lower quality does not frighten us. If work experience is translated into degree credit by adjunct faculty who utilize the results of proven tests (the Graduate Record Examination and College Level Examination Program, for example), degrees awarded at the end of a non-traditional program should be as substantial and prestigious

as the traditional degree. The greater maturity of students entering the non-traditional programs should provide motivation towards increased initiative and accomplishment. It is anticipated that these students will gain more from the opportunity than on-campus students and will provide a rewarding experience for their instructors.

POTENTIAL STUDENTS

The emphasis in the Committee's thinking so far has rested heavily upon its responsibility for meeting the needs of potential students, whatever their circumstances. Housewives temporarily tied to family duties may wish to begin or continue their education at home. Older persons, perhaps retired, may wish avocational pursuits for their leisure hours. Business men in mid-career may opt for a vocational change. The physically handicapped, servicemen in remote areas or prisoners all may desire educational opportunities not available to them. Blue collar workers or paraprofessional personnel may wish easy access to higher education programs which would upgrade their present status. Culturally handicapped persons, hampered by lack of funds and self-confidence, may find the Extended Learning Program appropriate to their needs. This program may appeal to students who see themselves as captives of the traditional educational mechanisms and who want more freedom and flexibility in education. Personal educational needs ought to be the watchword of this new venture and the program should be available to everyone.

COMMUNITY COOPERATION

The effort and support of communities active in this program must be recognized. The proposed structure must assist communities which have already extended post-secondary education in their respective areas. Where there are branch and technical colleges, the Extended Learning Program must plan to compliment these schools, not duplicate them.

University branches and small colleges often are unable to offer sufficient and complete programs, a reason why the educational potential of an area must be assessed. Learning resources should be integrated into a pattern including all educational opportunities--those available by television, radio and correspondence as well as readily available classroom courses, work experiences and project experiences.

It may be premature to propose in the formation stages of the Extended Learning Program which specific courses should be designed, purchased or leased. The Pilot Study Steering Committee will handle this task. Instead of presenting a packaged curriculum, the Extended Learning Program should respond to the perceived needs of individual students in the program.

COMMUNITY RESPONSE

The Committee felt the need for statistical information and a limited effort was accomplished by means of a questionnaire (Appendix C). This was used in conjunction with speaking assignments to community and academic groups. Responses from five groups are tabulated in the appendix: one scientific professional organization, two Rotary Clubs and two engineering societies. This informal survey revealed an extended learning program of the type outlined in this proposal appealed to the groups contacted. It also showed that reduction of tuition rates was favored, and persons interviewed would be willing to assist students in learning programs as adjunct faculty. The majority of respondents preferred programs combining academic and occupational learning experiences. Open discussion with these groups disclosed a feeling that the universities' curricula were not fully serving occupational needs and the programs of the technical schools did not completely meet the general education needs of the population. The concensus of opinion appeared to be that a new program could provide a better selection of courses than was generally available under the present system.

II

REVIEW OF EXISTING MODELS

PURPOSE

The purpose of this section is to describe several approaches to non-traditional studies. After a brief statement regarding the historical background, attention is focused on two programs of extended learning which represent diverse views on forms of extended learning. The British Open University represents a model of traditional course work delivered in a non-traditional manner, thereby serving large numbers of persons formerly unable to enroll in college courses. The University Without Walls, a consortium of colleges, operates almost entirely through individually designed programs and courses to serve students in a manner generally not available elsewhere. Some of the varieties of non-traditional studies which fall in between these two models are mentioned.

Locale of study, type of educative experience and the amount of individualization of study are major areas of concern in non-traditional studies. The following discussion will address itself mainly to these points.

HISTORICAL PERSPECTIVE

Past American experience has set the precedent for non-traditional higher education. Preparation for the professions was early conducted outside of institutional settings: professional schools arrived relatively late on the American scene. Two major areas of broadened opportunities in higher education deserve special mention: general extension (evening classes, correspondence courses, and non-credit courses); agriculture or cooperative extension (providing technical and educational resources to the farmer, his family and community). Branch campuses conducted at military installations (University

of Maryland) serve as an example of more recently developed outreach programs. Ezra Cornell provided a text for these unfolding ventures when he wrote "I would found an institution where any person can find instruction in any study."

A major addition of the field of extended studies was made by the introduction of the Bachelor or Liberal Studies program at Oklahoma State University in 1961. This program is interdisciplinary, mostly accomplished by correspondence, with some seminars held on campus. Similar formats were used at Goddard, Syracuse University and the University of South Florida. In the last two or three years there have other experimental projects begun: colleges devoted to independent study/extended tutorial programs (Empire State--New York; New College--Sarasota, Florida), urban problems (Minnesota Metropolitan State College) or combined work-study curricula (Antioch College--Yellow Springs, Ohio; proposed program for the State of Massachusetts). Insights gained from a study of these programs, many still in an embryonic stage of development, have influenced this Committee's thinking.

OPEN UNIVERSITY

The Open University of Great Britain, now entering its second year of operation, has provided much of the impetus for external degree programs in the United States, even though its method of operation and organizational structure has not been copied here. In Britain, the history of external degrees goes back as far as 1873 to the beginning of University Extension, at the University of London. The present Open University concept is an outgrowth of the University of the Air, begun by the British Labor Party. Open University (OU) opened its doors to 24,000 students in January, 1971. These students were selected on a first come, first served basis, with some attention being paid to balancing enrollment in various regions, and in the selected

courses. The twelve regional offices which comprise OU oversee about 280 associated study centers which are used for viewing programs, meetings, tutorials and general discussions. OU initially offered four courses: Social Sciences, Mathematics, Science, and Arts. In January, 1972, a Technology course was added, with plans for a sixth area, entitled Educational Studies, being formulated. The curriculum minimizes the customary departments and attempts to incorporate an interdisciplinary approach. An OU student is expected to study approximately ten hours a week utilizing mailed assignments, specially designed texts, audio cassettes, weekly television and radio programming (fourteen hours per week of televised instruction, approximately eleven hours per week of radio broadcasting--each segment broadcast twice), study center meetings, and a one-week summer session. At the end of the first year of operation, 14,667 persons had passed their examinations and gained one or two foundation course credits.

Open University has taken educational experiences off the campus and into the homes of its enrollees. The study can be adapted to the students' schedule, within a wider range of options than available at a traditional school. There is still a fairly rigid schedule to be accomplished in order to be ready to take the examinations at the prescribed time. The type of educational experience offered is mainly cognitive, employing technologically delivered traditional classroom materials.

Whether or not such a model or sections of it could be applied to the United States has generated much debate and is still unresolved. Pilot study projects and previews of OU material are planned for this country beginning September, 1972, under the auspices of the College Entrance Examination Board. The need for such a system, in respect to the availability of degree-granting agencies is not the same in the countries, nor are the organizational structures

comparable. The highly successful format has however, caught the imagination and notice of the entire world. This mode of operation deserves our consideration.

UNIVERSITY WITHOUT WALLS

The program enrolling the largest number of students in non-traditional studies in this country today is actually a collection of programs spread throughout the United States, which operates under the Union for Experimenting Colleges and Universities. Each of the twenty participating colleges and universities in this consortium designs its own program, entitled University Without Walls, according to the clientele and community it serves. September, 1971, marked the beginning of most of the University Without Walls (UWW) programs so evaluative material regarding the first year of operation is still forthcoming. At the present time, the Union for Experimenting Colleges and Universities is seeking accreditation for its own degree. Until such accreditation is an actuality, degrees are to be granted from the parent institution. UWW staff report that there is some resistance to accrediting being made.

A UWW student designs his own course of study with the help of a faculty advisor and the approval of a faculty committee. The implementation of his 'learning contract' includes a variety of experiences such as: internship, independent study, seminars and workshops, television courses, credit by examination, field experience throughout this country and/or abroad and may provide credit for learning derived from past life experiences. Adjunct faculty whose services are volunteered, or contracted for a specific unit, are an integral part of UWW. Doctors, artists, museum and library personnel, lawyers and community agency leaders supervise practical experiences in various UWW units. Three thousand students were enrolled during the first year.

National publicity has increased the number of applicants for these programs substantially beyond the limits of the UWW institution's ability to service. The schools therefore are in a good position to accept only applicants who appear to be highly motivated toward the independent study or extended tutorial type of program.

UWW is more place oriented than the British Open University, but the time restrictions are less demanding. The learning contract usually contains modular units of varying duration. There is an overt effort to provide a wide variety of educational participation, a selection of learning opportunities that if pursued towards a degree would result in a noteworthy contribution in the student's major field of interest. Instruction is completely individualized and in many of the host schools is issue or problem oriented, rather than subject oriented in the traditional sense.

CREDIT THROUGH EXAMINATION

Another rapidly expanding form of non-traditional study is the area of granting credit through examination. The State of New York has designed the Regents' External Degree Program which offers an Associate of Arts degree upon the successful completion of 60 credits by examination. Credits may be earned by passing New York's College Proficiency Examinations, College Level Examination Program (CLEP) tests, Advanced Placement test or specially devised examinations where needed. It is hoped that an Associate of Arts degree earned solely by this method might be available for as little as $250. Bachelor of Business and Associate in Applied Science in Nursing degrees are also being planned.

CONCLUSION

The need is upon us now to provide a wider variety of learning procedures to the wider society and larger numbers of persons who are seeking post-secondary

education, and to expedite this task as economically as possible. Each of the existing programs which the Committee has studied has made a significant contribution to higher education by expanding available opportunities. Hopefully, the Extended Learning Program will cooperate with similar programs in other states in a manner which will be mutually beneficial.

III

MEDIA SYSTEMS: THE LOCATION FOR LEARNING AND THE SHAPE OF CONTENT

BASIC PRINCIPLES OF MEDIA USE

From the outset the Committee recognized that a broad program designed to serve prospective students from all walks of life must reflect full consideration of the options available for the delivery of learning materials. A program built solely around conventional tutorial relationships and visits to learning centers cannot hope to effectively or economically extend higher education opportunities to those who need them most. In addition, it was recognized that the stimulus to learning need not always be verbal. It may often center around concepts, ideas or experiences comprehended through nonverbal program units. For these reasons, the Committee focused its attention on the resources which might be turned to the support of the Extended Learning Program.

Media service representatives on the Committee described a variety of existing or potential systems which might be used to make learning materials available throughout the State of Ohio or to much broader regions. These systems should find their proper places in program planning if the following principles are observed.

1. The identification of applicable media systems should follow the identification of instructional goals.
2. Once instructional goals are clearly identified, the opportunities for media use should be recognized and built into program approaches to those goals. Media systems cannot be grafted on

to the program after it is designed if they are to play an optimum role in support of it.

3. Student independence and self-direction can be integrated with media use. With modern methods of instructional television, depersonalization will be reduced.

4. Flexible approaches to instruction are restricted by limits on the number of available teaching staff members and other information resources, the number of classrooms or learning centers, and usable hours in a week. Media systems can be used to extend each of these basic capacities.

TELECOMMUNICATIONS SYSTEMS

The Committee in its early discussions was strongly concerned about the educational opportunities available to citizens in the Appalachian section of Ohio. At the same time, the Committee recognized its responsibility for the development of state-wide educational service.

A parallel approach was taken as the Committee reviewed telecommunications options available for the support of the Extended Learning Program. Although they were not looked on as being exclusive in nature, most of the options discussed centered around using non-commercial broadcasting facilities.

Regional Broadcast Services

Several educational TV stations operate in Ohio, and their schedules include programs of an instructional nature and others designed to serve public service goals. Generally, the public broadcasting programs are provided during the evenings while instructional service, designed primarily for elementary and secondary students, is scheduled during the school day. This time framework reflects the hours when these

services are most needed.

University and community TV stations serve a wide variety of goals. Some programs are essentially self-contained and provide virtually a complete testable instructional experience. Others are designed as a stimulus or common experience to be shared by all students in a broader instructional matrix such as discussion groups based on the program. Others, not specifically produced for their instructional potential, are of great value to teachers throughout the state for irreplaceable supplementary material for their courses.

There are eight existing public TV stations in Ohio. Four of those stations are operated by state-assisted universities. The programming on all of these stations is essentially similar. General instructional or experimental programs could be provided for the immediate support of the Extended Learning Program in certain areas of the state.

In addition to a regional TV station, many universities also operate a regional FM or AM radio service. The broadcast schedule for most university radio stations is primarily public.

It should be pointed out that the universities prepare instructional audio materials and distribute them through radio facilities. A wide range of programs designed to support the Extended Learning Program could be developed.

Using FM radio stations for instructional purposes is greatly enhanced by another technical capacity. FM stations may apply for a Subsidiary Communication Authorization (SCA) which permits them to broadcast a separate private audio service through sub-carrier transmission while public service is being provided for general audiences. This separate but simultaneous service can only be heard on special receivers.

There are approximately 39 non-commercial educational radio stations in Ohio. Generally, they are FM stations owned by colleges and universities. Although they vary greatly in size and mission, these facilities might support the Extended Learning Program.

One normally thinks of broadcast radio and TV stations as feeding a fixed schedule of information designed for immediate reception by the listener or viewer. The fixed scheduling causes some educators to believe that broadcast transmission is inherently at odds with individualized instruction. However, a transmission schedule can be varied to meet the needs of listeners or viewers. Instructional programs can be repeated at times convenient for the student and the station.

Broadcast systems have other additions or modifications which increase schedule flexibility. They are less obvious, but are in daily use in some stations around the country. One such system is provided on a lease basis by Tele-encyclopedia, Inc. It extends the useful transmission hours of either a radio or TV station. In this system the station becomes a distribution source serving individual tape recorders, not live listeners or viewers. A student or learning centers would order programs from a catalog of offerings through a cooperating radio or TV station.

State-wide Broadcast Services

As pointed out above, there have been eight operating educational TV stations in Ohio over the past few years. During the 1969-71 biennium the state provided $5.5 million for the expansion of this system so that all Ohio citizens could take advantage of this resource. These funds will be used to build new transmitters and to provide related equipment so that those areas of the state without ETV service will begin to receive

an acceptable signal during the fall of 1972 (See Appendix D).. After years of planning, state-wide ETV coverage will be available in Ohio during the 1972-73 fiscal year. It should be pointed out that almost all state-assisted universities in Ohio are partially involved with responsibility for the operation of a TV station under this plan.

A network operation center in Columbus, directed by the Ohio Educational Television Network Commission, will provide videotape duplication and program switching functions. The stations will eventually be interconnected for the immediate exchange of TV materials. Interconnection may be available by the fall of 1973.

Affiliation of stations in this system permits the reception and use of applicable nation-wide TV material. There is considerable interest in developing instructional adult materials at the higher education level for national use, and the system described here could be applied to those opportunities as well.

As mentioned above, there are about 39 educational radio stations in Ohio. The ten major non-commercial radio stations in the state met recently to form an organization which will help coordinate their cooperative broadcast efforts. Through that organization the opportunities for program exchange will be enhanced. This may well lead to the interconnection of these stations in a network similar to the Ohio ETV Network. Nine of these stations are members of National Public Radio, a network serving over 100 stations throughout the country, which may provide access to related program material developed on a national level.

These telecommunication systems do not preclude the using of other instructional media or conventional instructional techniques. Indeed,

they may be mutually re-enforcing in the approach to instructional goals. For example, programs transmitted on a broadcast service might subsequently be made available through tape distribution for use at individual learning centers. These options are not mutually exclusive.

User Initiated Systems

Other means of delivering instructional materials are available and should be utilized as they effectively meet the objectives of the Extended Learning Program. It will be possible to utilize audio and video cassettes for the delivery to the learner of small modules of instruction. Cable television will further develop during the next five years and public education use of a channel on a cable system will be required by law. It is expected that computer aided instruction will become increasingly economical during the later half of this decade and thus quite useful for teaching concepts and skills to students who have access to a terminal at a remote location. Educational technologies are developing rapidly and the Committee has every expectation that they will be utilized in a complete and meaningful way in the Extended Learning Program.

IV

ADMISSIONS, COUNSELING, CREDIT, EVALUATION, AND DEGREES

ADMISSIONS

The Extended Learning Program project is designed to meet the needs of students who cannot or choose not to participate in the more traditional higher education programs available in the State of Ohio. Admission to study is predicted on the successful completion of an accredited high school education or its equivalency as determined in consultation with the Extended Learning Program Board of Advisors. During the pilot phase of the Extended Learning Program, the number of admissions will be limited by the total resources available to the project.

Some priorities for admittance to study are necessary, particularly during the early phases of program development. Because of its limited scope, students seeking to enter the pilot program for college credit will be given first priority. Prospective students who wish to enroll on a non-credit basis will be admitted as openings permit. Admission to the program is by application to the Extended Learning Program office or learning center. The Ohio University special student application filing fee of ten dollars will be paid by most of the applicants. If the student changes from part-time to full-time status, he would pay the additional ten dollar fee charged for regular applicants. The student admission papers will be forwarded following approval to the admissions office.

COUNSELING

The counseling and advising functions inherent in Extended Learning Program opportunities must be a vital evolutionary process. In addition to the advising role that is a part of admissions and registration, the assessment of

individual abilities, interests, and educational and career goals are important in helping each student create a viable and dynamic plan of study. The use of standarized tests and interest inventories can provide valuable input.

The counseling program should include an intensive orientation directed towards assisting each student in implementing a plan of individualized study. Careful attention must be paid to the necessary components of independent study including a frank look at its hazards and difficulties.

Under a coordinator of counseling services, students must have access to university faculty, adjunct advisors or faculty, and other specialists who can provide expertise in evaluating the on-going plan of studies for each student. Continuing experimentation, assessment, and a dedication to revision and refinement must characterize the development of learning contracts and long-range plans which should be appropriately altered throughout the learning process. The Extended Learning Program recommends that an advisory committee be provided for each student to guarantee continuity, specific guidance and qualitative judgement about progress. The Student's Advisory Committee will be constituted of several faculty members and one learning center staff member. The committee will work with the student during his period of participation in the Extended Learning Program.

In summary, the counseling and advising function is essentially a "two-way street" for students desiring to expand their education through the Extended Learning Program. Information regarding various learning resources and learning styles must be made available to students. Each student must be a major participant in reacting to and in developing the selected plan of study used to meet educational and career goals. A committee made up of university and adjunct faculty-tutors, fellow students, and other outside consultants should be continually involved in advising individual students and in assessing progress

towards completing specified achievement levels. Standarized tests and inventories may be used when appropriate to assist in the total evaluation endeavor. This process is diagramatically presented in Figure 1.

CREDIT

The Extended Learning Program is a degree granting program. For this reason, a credit element will be attached to all courses and contracts of the program. It is equally important to stress that those who do not desire or need credit are eligible to enroll in the courses as non-degree seeking students. Included in the repertoire of resources available will be many traditional programs and courses from existing institutions throughout the state. For those students who can avail themselves of the traditional offerings, credit may be earned in this mode of study. For those who are unable to attend regularly scheduled classes, many of these courses will be made available in non-traditional ways. These may include correspondence study, TV, video tapes, radio, short seminars, or a host of other delivery systems.

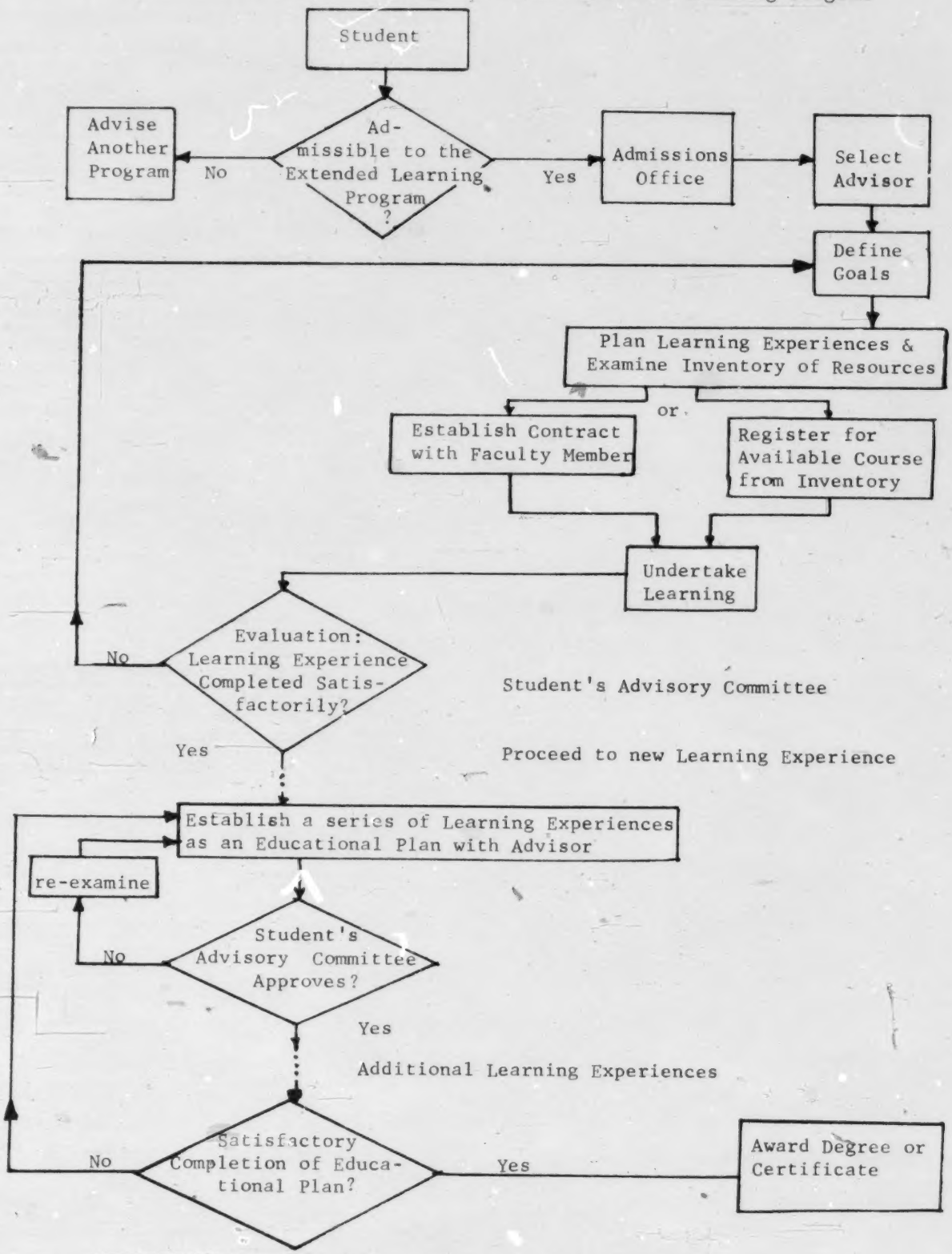
A Pilot Study Steering Committee will be constituted during the year of pilot study. In part, this committee will serve as a curriculum committee for the program. After the pilot year, the Pilot Study Steering Committee will become the curriculum committee for the continuing program.

The Extended Learning Program will accept Graduate Record Examination, College Level Examination Program, Course Credit by Examination, and other examination programs from accredited institutions. This approach will allow for the determination of the academic background a potential student brings into the program and appropriate credit will be granted.

For a number of students the above methods can be supplemented with a student learning contract. This contract might include a unique job experience,

Figure 1

Student Flow Chart for Progress in the Extended Learning Program



or an apprenticeship training with a social worker, or an extensive research project, or any collegiate level learning experience that the faculty member deems worthy of Extended Learning Program credit. All contracts will be reviewed and approved by the student's advisory committee.

It is essential that all cooperating institutions in the State of Ohio agree to complete transferability of credit between the institutions. This credit may be granted under the aegis of the Extended Learning Program or through any of the colleges of the existing universities that are cooperating in the project in the State of Ohio.

EVALUATION OF STUDENT PROGRESS

Evaluation procedures will follow all of the conventional methods presently in existence including examinations, both subjective and objective, testing programs (College Credit by Examination, College Level Examination Program, Graduate Record Examination) and comprehensive oral exams. A grading system will be used to facilitate transferability of credits earned and the grade achieved can be expeditiously realized. As in the traditional setting, the curriculum will be of the highest quality and the high standards will be maintained by faculty involvement in evaluation.

For those people involved in the Extended Learning Program contract, evaluation procedures will be devised when the ratification is obtained from the SAC and second party of the contract--the faculty member. In this evaluation procedure, the student must show evidence of change and/or performance in the area of skills developed, accumulated knowledge, understanding, or attitudes. The entire evaluation procedures will be based on the exhibited competence of the student. The evaluation session will be individually structured for each student.

A mutually agreeable time period will be established for the completion of

the contract. At the end of the contract, the student will be evaluated on the basis of the satisfaction of the contract.

It is essential that adequate and complete data on each student be permanently recorded. A central office will be established at Ohio University for this purpose and its efforts will be coordinated with the Office of Student Records. This office will have the responsibility of maintaining complete and accurate records of all evaluative data pertaining to courses, contracts, exams, or other techniques used by a given student working on a degree program. This information will be made available to all participating institutions and to the established learning centers throughout the state.

DEGREES

As stated earlier, all course work offered through the Extended Learning Program will carry degree credit. Again, this does not preclude the enrollment in any class of any individual who wishes to take the course on a non-credit basis. While it is quite unlikely that any degrees will be granted during the first year of the Pilot Study, all students need to be assured that any credit work taken will apply towards a degree. Therefore, Ohio University will grant credit for all work taken through its Bachelor of General Studies Program offered by the University College. This means that a student may get involved in taking work at one or several existing institutions and/or enter into a contract with the advisor or a faculty member of a learning center and be assured of getting credit at Ohio University. It is hoped that other cooperating state institutions will also grant degrees at their institutions.

As degree programs are developed under the Extended Learning Program, degrees will be granted by the various disciplines through the appropriate colleges of Ohio University and other state institutions. It is essential that career oriented and all other programs provide the opportunity for an Associate of Arts, Bachelor

of Arts, or Bachelor of Science degree. Graduation programs may be developed by the Extended Learning Program at an appropriate later time.

As the program progresses and becomes more viable, the Committee recommends that a unit for continuing education be established at each of the state institutions. Through these units, the entire program will have a home at each of the participating universities and become a recognized part of the academic community.

ORGANIZATION AND FINANCING OF THE EXTENDED LEARNING PROGRAM

ORGANIZATION

The purpose of the Extended Learning Program is to offer learning opportunities to those persons who are not able to, or choose not to, avail themselves of a traditional two-year or four-year residential education because of cultural, geographic, or economic considerations. The organization of the program should maximize the opportunities for part-time students and avoid an orientation to one or two places (or campuses). The organization should free learning from an orientation to place, time, and standardized sequence of courses. Finally, the organization of the unit administering the learning program should be able to extensively utilize the resources of the existing institutions of higher education, especially the educational technologies useful for extending learning to the citizens of the state and region.

The establishment of an academic unit is clearly necessary to provide the administrative agency for developing and implementing the program for the State of Ohio. There are two primary arrangements which we have considered and discussed extensively. The first possibility calls for a separate, newly chartered college established by the Board of Regents. This college (or university) would develop and implement the program and award its own degrees and credits. The advantage of this mode of operation is the clear, unfettered path for innovation and the potential for breaking away from traditional methods and procedures of transmitting knowledge. The disadvantages of establishing a new separate institution are the resulting separation from the established faculty and resources of the other universities and the potential

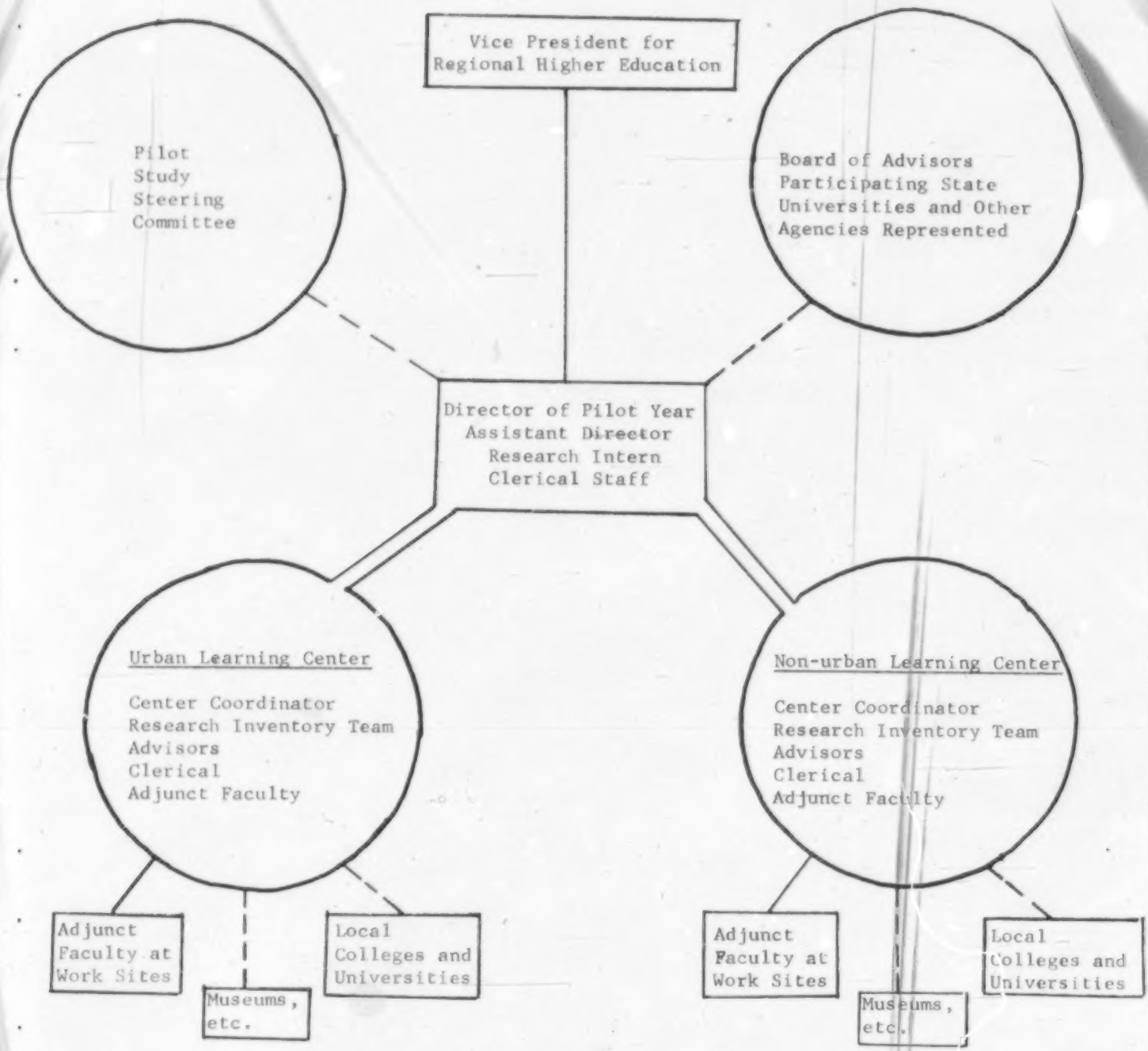
criticism of the standards and quality of a new, separate and independent institution.

The second possible arrangement, which the Committee recommends, is the establishment of a college or academic unit within an existing university, specifically Ohio University, to develop and administer the program on behalf of the State. Ohio University would seek the advice of a board of advisors consisting of one representative from each of the participating state universities as well as representatives of agencies related to the on-going work of the Extended Learning Program. Representatives of other institutions of higher education in the State of Ohio may be added to the Board as cooperate efforts develop. The advantage of this form of organization is the foreseen ability to tap the resources of Ohio University for leadership and administrative support while being able to utilize the academic resources of all of the state universities for delivery of extended learning opportunities to those who wish to avail themselves of them. See Figure 2.

A three phase organizational plan is recommended that will present the consideration, at appropriate junctures, of establishing a separate degree and later a separate institution. The Committee recommends that during phase one (I) a new separate academic unit be established within Ohio University and that the Bachelor of General Studies and appropriate college degrees, such as the Bachelor of Science, be offered. At the appropriate time, Phase two (II), consideration should be given to authorizing this academic agency to grant its own Extended Degree. Finally, at an appropriate time and as a third phase (III), consideration should be given to chartering a separate institution for higher learning which would be authorized to grant its own degree and maintain its own staff and procedures. Through all of the three phases, it is assumed that the Board of Advisors would be constituted, working, and involved in this decision.

Figure 2

Organization Chart



FINANCING

The Extended Learning Program, established at Ohio University, is operated in concert with the state universities of the State of Ohio. As such, the academic unit, which may well be separately chartered in the not too distant future, should receive its own separate funded support from the State Assembly upon recommendation of the Board of Regents. The Committee is recommending that a separately denoted line of financing within the Budget of the State of Ohio be granted to the Extended Learning Program of the State of Ohio. The program must not be seen as coming from re-allocation of monies within Ohio University or it is doomed to imperceptibly slow growth and service over the remaining years of this decade. The program is a statewide program and as such, should be funded separately for nurture and viability. The Committee is recommending that start-up funds be provided for the first two bienniums (1973-1975 and 1975-1977) in addition to the regular support of a full-time equivalent (FTE) subsidy basis as is the case with a regular university program. The initial starting funds will be required for the development of learning centers, and the production of television courses and learning materials. It is recommended that four hundred thousand ($400,000) be provided each of the bienniums (1973-1975 and 1975-1977) as start-up or initial support funds. Separate income and expenditure budget outlines are included as Appendixes E-1 and E-2. Enrollment estimates per year on a full-time equivalent basis lead to a projected income and expenditure estimate as indicated.

TUITION AND FEES

Students enrolled in the Extended Learning Program will be taking courses or engaging in learning contracts on a unit credit basis and will usually be part-time students. Thus, the tuition charge should be on a part-time basis.

In addition, many students who avail themselves of this program will be doing so because economic limitations have not allowed them to attend a regular campus program. Thus, the Committee recommends that the instructional charge be set somewhat below prevailing charges. In addition, the part-time student should not be required to pay the General Fee since he cannot utilize the facilities nor engage in the student activities funded by the General Fee. The Committee recommends the instructional fee for the student in the Extended Learning Program be set at $13.00 per quarter-hour of credit or equivalent unit of instruction. Thus, the full-time equivalent tuition charge would be $585.00 per year for forty-five credits, slightly less ($15.00) than the present, regular instruction fee (on-campus) of $600.00 per year, and the $150.00 per year General Fee as charged to the regular on-campus student would not be required. A student utilizing instruction offered through a regular institution of higher learning will pay the normal instructional fee of that institution. Tuition and fees collected by the Extended Learning Program will be allocated to the program for their expenditure.

The Extended Learning Program is, in part, to offer educational opportunities to those who could not normally afford to enroll at a campus of higher learning. Thus, it is important that the program be economically available to those who would otherwise be unable to attend because of their limited financial resources. Therefore, the Committee recommends that the Office of Financial Aids of the state universities and the Ohio Instruction Grant program make the necessary program adjustments in order to provide adequate financial aid to the part-time students enrolled in the Extended Learning Program.

VI

PILOT STUDY

INTRODUCTION

The purpose of the pilot project scheduled for the academic year 1972-73 is to explore, study and test the approach to extending educational opportunities as proposed in the preceeding sections of this report. The pilot project will examine the viability of the establishment of learning centers; the extension of education via media; and the development and utility of an inventory of resources. The pilot project will have approximately $76,000 in resources available from the Ohio Board of Regents grant. Added to this amount is a projected amount of $47,000 available from tuition and fees collected by the Extended Learning Program during the fiscal year 1972-1973.

EDUCATIONAL OPTIONS

The focus of the Extended Learning Program pilot project will be on opening the resources of higher education to students who may have found it difficult to attend a typical institution. The educational options available will cover a broad range and include traditional college and university course offerings (some offered in a non-traditional manner as by TV or audio cassette) as well as credentializing life experiences that have an educational dimension; demonstrations in the home, shop, field or office; participation in cultural activities or any other university level learning experiences that inventive minds can devise. It will be a non-residential program not necessarily tied to the time pattern of the quarter system.

The program will cause to be delivered a variety of offerings, drawn largely from a learning inventory of resources in geographical regions and around the state. This inventory will consist of people, institutions, and materials which can be used by students. Opportunities will be provided for travel, work experience, apprenticeships, community service projects, as well as correspondence courses, opportunities for computer assisted instruction, short-term seminars and workshops. These resources will be made available to students through a wide variety of delivery systems, chosen for their appropriateness to the instructional goal. See Figure 3.

The Committee generally feels that there is an abundance of resources currently available in Ohio and elsewhere which can be utilized for the pilot program. In addition to the personal and institutional resources of the state, the pilot learning program might, for instance, include granting credit for Kenneth Clark's Civilisation over state-wide ETV, delivering a mediated basic writing course which has been developed at Syracuse University, or offering one of the British Open University courses on an experimental basis. The Committee realizes that the staff or students may wish to initiate the development of new learning experiences as they perceive a need. An example of a new program might be a series of seminars on a topic such as Alternatives in Education, held around the state, which would combine small group discussion, readings, and some televised programs. The emphasis for any new program will be on experiences not currently available or accessible to the non-residential student. There will be a continuous review of any new program developed to determine if it is successful in meeting the learning needs of a group of students.

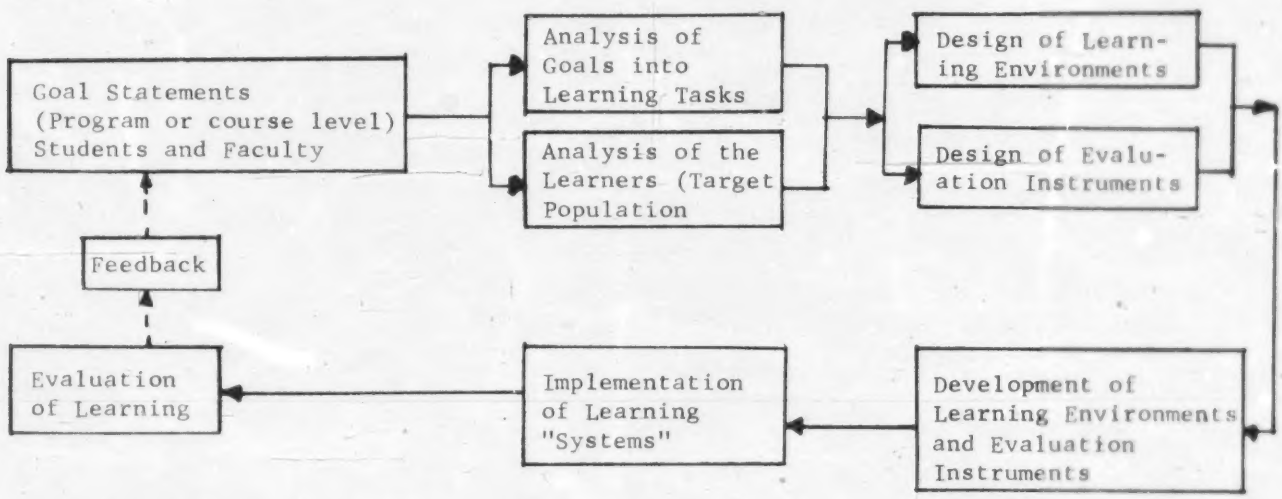
Figure 3

Pilot Study Perspective for Students 1972-1973

Students	Admission Requirements	Curriculum Content and Administrative Procedures	Potential Modes of Learning	End Product
Housewives-Mothers Employed or Retired Those in Career Transition Physically Handicapped Culturally Handicapped Upward Mobile Those Desiring Flexibility and Self-enrichment	Successful Completion of an Accredited High School or Equivalency Registration and Administrative Coordination Through two Learning Centers, One Urban One Non-urban No Campus Residency Enrollment Requirement	Selection of Student Advisory Committee Short and Long Term Curriculum Management by Student Objectives and Student Advisory Committee Sanction Host or Sponsoring Community Learning Center Serves as Guidance/Facilitating Centers for Counseling, Materiel Resources and Performance Evaluation Learning Contracts as Communication Record of Planned Learning Experience Mutually Agreed Upon Between Student and Advisory Committee	Travel Work Experience Apprenticeship Community Service Projects Correspondence Courses Computer Assisted Instruction Classroom Courses Short-term Approaches: Institutes Conferences Workshops Seminar Series Electronic Media Television: Closed Circuit ETV Cable Video Cassette Audio Cassette Radio: FM SCA Telephone Conference Tele-Encyclopedia	College Course Credit Initiation or Continuation of a Degree Program Individual Self-enrichment

INSTRUCTIONAL DESIGN AND DEVELOPMENT

Learning, on the part of individuals, is the central purpose of the Extended Learning Program. In order to bring about this learning, the designer of an instructional program should ask what is the content of the subject, how will it be learned, and how such learning will be evaluated. The instructional development process is a complex set of procedures that are specific in their application. The general elements that may be identified as having a utility for nearly all instructional situations are identified in the following model. See Figure 4 below.



The development cycle consists of goal setting; establishment of learning tasks relative to student needs and characteristics; design and development of learning environments (including media) and evaluation instruments; implementation, evaluation and finally, reexamination and, if necessary re-formation of the original goals. The process permits feedback at more points than are indicated on the above model.

The pilot project should incorporate the design and development of at least one new instructional offering. For example, a new course on the

Ecology of the State of Ohio might be developed, implemented and evaluated. Alternatively, a new course currently being developed by one of the University Professors for 1972-1973 might be offered by non-traditional means to those registered in the Extended Learning Program who wish to avail themselves of the opportunity.

The resources for instructional design and development within the Extended Learning Program are rich indeed. A systematic implementation of the principles of instructional design and development will serve to assist in the achievement of the Extended Learning Program which is operating in accordance with measurable goals.

PUBLIC INFORMATION

Upon approval of this proposal, work will begin on a program of informing the citizenry of the existence of the Extended Learning Program. This publicity will attempt to orient interested students to the opportunities which will be available in the state for the coming year as well as to explain the method of operation employed in non-traditional studies. Newspaper, radio and television announcements will focus mainly on those areas which contain community learning centers. With the advice and consent of the Board of Advisors, and the Pilot Study Steering Committee, publicity will be available to the areas serviced by those state institutions who wish to cooperate in the pilot study project.

The design and content of informational material will be produced by media personnel at Ohio University during the summer quarter, with a predicted delivery time of September, 1972. This will be an on-going procedure as courses and/or learning experiences are developed. Publicity items will focus on specific opportunities as they become available.

COMMUNITY LEARNING CENTERS

The Committee proposes that at least two community learning centers be in operation by September, 1972. The centers will be guidance and facilitating operations, designed to give the non-residential student easier access to the resources of higher education. Staff members will work with students who enroll to assess their learning needs, test their accumulated knowledge, set goals, and to apprise the student of available resources. The center will be involved in compiling a learning inventory for its local area, and evaluating individual students as well as the total program.

The centers should be located in a place to which all citizens have easy access--either by mail, telephone, or in person. One center should be located in an urban setting and one in a non-urban setting. Before the selection of a site for the center, there should be extensive contacts with local people and institutions in order to insure that the center is welcome and can operate in an atmosphere of mutual cooperation. Locations other than college campuses probably should be used.

The center will be a testing ground for the idea of coordination and facilitation of access to the resources of higher education in a variety of settings. The urban center should test the feasibility of coordination in an area of abundant resources, both institutional and otherwise, while the non-urban center will be faced with providing access in an area of scarce resources.

State universities are encouraged to participate in the pilot study project by cooperating with the learning centers established in the pilot study. Also, a university may wish to participate by conducting its own learning center on a voluntary basis.

The Committee hopes that the Board of Regents will take an active role in promoting state-wide cooperation.

LEARNING CONTRACTS

A learning contract is a design for an educational experience agreed upon by a student and a faculty advisor. This contract will contain a written statement detailing the interests, talents, and needs of the student for the purpose of defining where he is in the educational process and what direction he will take in this unit of experience. The formulation of short-term goals will include plans for the unit or year, while long-term goals will relate to the entire degree procedure. These goals should be realistically outlined in accordance with the student's interests and talents as well as with respect to the opportunities available. A description of the educational activities envisioned and procedures to be used for evaluation will be a part of the learning contract. Contracts may be re-negotiated if necessary.

Each student is required to keep a portfolio of contract agreements, samples of work accomplished and evaluative materials. Duplicates of these documents will also be kept at the central administrative office.

Final ratification of a learning contract rests with the individual Student's Advisory Committee as does the evaluation of the work done.

PERSONNEL

The personnel for the pilot program will include a full-time director for the program, an assistant director, research intern, clerical help, two center coordinators, and various faculty resource people. The director's planning will be aided by the formation of a state-wide Board of Advisors consisting of one member from each state

university wishing to cooperate, and representatives of state-wide agencies related to the on-going work of the project. Representatives of other institutions of higher education in the State of Ohio may be added to the Board as cooperative efforts develop.

The Board of Advisors would provide a continuous review of the program as well as input concerning available resources. Board members would also work to promote the program on their respective campuses or in their communities.

The director will appoint a Pilot Study Steering Committee, consisting of a member of the director's staff, a staff member from each learning center, selected students, some community representatives from the areas of the learning centers and Ohio University faculty. Fifty per cent of the membership will be chosen from regular or adjunct faculty.

The Pilot Study Steering Committee will advise the learning centers on their operation, provide for coordination of resources in the areas of the learning centers and provide curriculum and design program evaluation for the pilot study as a whole. The Pilot Study Steering Committee will also assist the director in obtaining approval for new programs through appropriate Ohio University channels.

The center coordinators will be in charge of the operation of individual learning centers. They will be guidance/facilitators for students making contact with the center as well as initiators of new programs. The coordinators and students will make use of a wide variety of resource people. Some will be drawn from the existing educational institutions in the state, mostly on a part-time basis. There will also be extensive use of qualified community people who will be appointed as

adjunct faculty. Resource people will work with students largely on a contractual basis. They may advise students, design courses, work on media teams, serve on the Student's Advisory Council, and help to devise methods of evaluation, both of the program as a whole and of the individual students. (This organization is shown in diagram form on page 22, Figure 2).

FACULTY

The faculty of the Extended Learning Program will be comprised of members of the regular faculty of Ohio University and other cooperating state universities. In addition, adjunct faculty members will be appointed for the purpose of assisting and instructing the part-time student in his home community. An adjunct faculty member will be a person qualified to assist in instruction and approved for this position by the director of the pilot study and the Pilot Study Steering Committee. Faculty time remunerated by released time payment of a pro-rata salary through the individual's department or overload compensation will be provided when appropriate.

Participating faculty members will develop specific traditional courses to be offered to students in non-traditional ways, such as by means of a combination of media. Thus, a faculty member might develop a course on environmental science which could be offered via the total integration of TV, audio cassettes, study guides, telephone seminars and short workshop meetings. Faculty will be requested to serve on individual Student's Advisory Committees, to engage in the evaluation of student work, and to certify the completion of specific portions of a student's program.

EVALUATION OF THE PILOT STUDY PROGRAM

There will be continuous evaluation of the total Extended Learning Program. What are the greatest strengths of the program thus far? What type of student is the program attracting? Could their needs be met just as well in some other institution? What needs for higher education in Ohio are still not being met by this program, or any other existing program? What are the successes and failures of efforts to coordinate existing resources? What are the barriers remaining toward cooperation among state institutions? What are the costs of this program in comparison to the residential programs of the state? Comparative assessments of the program will be based on 1) data about the population it serves, 2) the actual and relative costs involved, 3) the goals of faculty and staff and their attitudes toward the program, 4) the impact of the program on their sponsoring institutions, 5) the cooperative relationships between the program and other educational institutions and agencies, 6) the social and economic needs of the community which the program attempts to meet, and 7) the community's perception of the program and reaction to it. We hope that continuous review of the program by the staff, Board of Advisors, Pilot Study Steering Committee, and students will enhance the assessed strengths and prevent us from being locked into programs which prove unsuccessful or educationally invalid.

APPENDIX A

The Chronicle of Higher Education

April 17, 1972
Volume VI
Number 28

Higher Education, 1980: New Federal Projections

Enrollments in public colleges and universities will increase by about 70 per cent in the next decade, to nearly 11 million, according to U.S. estimates. By comparison, enrollments in private institutions are expected to rise by about 8 per cent, to slightly more than 2.3 million. The data below have been derived from unpublished tables of the National Center for Educational Statistics. Figures may not add because of rounding.

ENROLLMENT

	Fall 1970	Fall 1980
All institutions	**8,580,887**	**13,277,000**
Public	6,428,134	10,952,000
Private	2,152,753	2,324,000
Degree-credit	7,920,149	12,050,000
Public	5,800,089	9,762,000
Private	2,120,060	2,288,000
4-year	6,290,167	9,049,000
2-year	1,629,982	3,001,000
Men	4,636,641	6,587,000
Women	3,283,508	5,463,000
Full-time	5,489,033	7,901,000
Part-time	2,431,116	4,149,000
Undergrad., 1st prof.	7,020,000	10,551,000
Resident graduate	900,000	1,499,000
Non-degree-credit	660,738	1,227,000

INSTRUCTIONAL STAFF

	1970-71	1980-81
Total, resident courses	**590,000**	**873,000**
Instructor or above	481,000	712,000
Full-time	375,000	555,000
Part-time	106,000	157,000
Junior instructor	109,000	161,000
Full-time	19,000	28,000
Part-time	90,000	133,000

STUDENT CHARGES

(tuition, room, and board in 1970-71 dollars)

	1970-71	1980-81
All public institutions	**$1,273**	**$1,450**
Universities	1,435	1,681
Other 4-year	1,224	1,468
2-year	1,028	1,249
All private institutions	**$2,712**	**$3,382**
Universities	3,129	3,908
Other 4-year	2,625	3,341
2-year	2,251	3,065

EXPENDITURES

(in billions of 1970-71 dollars)

	1970-71	1980-81
Total expenditures from current funds	$24.2	$43.8
Public institutions	15.4	30.3
Student education	10.0	20.2
Organized research	1.5	2.5
Related activities	0.5	0.9
Auxiliary enterprises	1.9	3.5
Student aid	0.6	1.6
Major public service	0.9	1.6
Private institutions	8.8	13.5
Student education	4.8	7.0
Organized research	1.1	1.9
Related activities	0.2	0.4
Auxiliary enterprises	1.4	2.0
Student aid	0.6	1.1
Major public service	0.7	1.1
Capital outlay, current funds	0.7	0.3

EARNED DEGREES

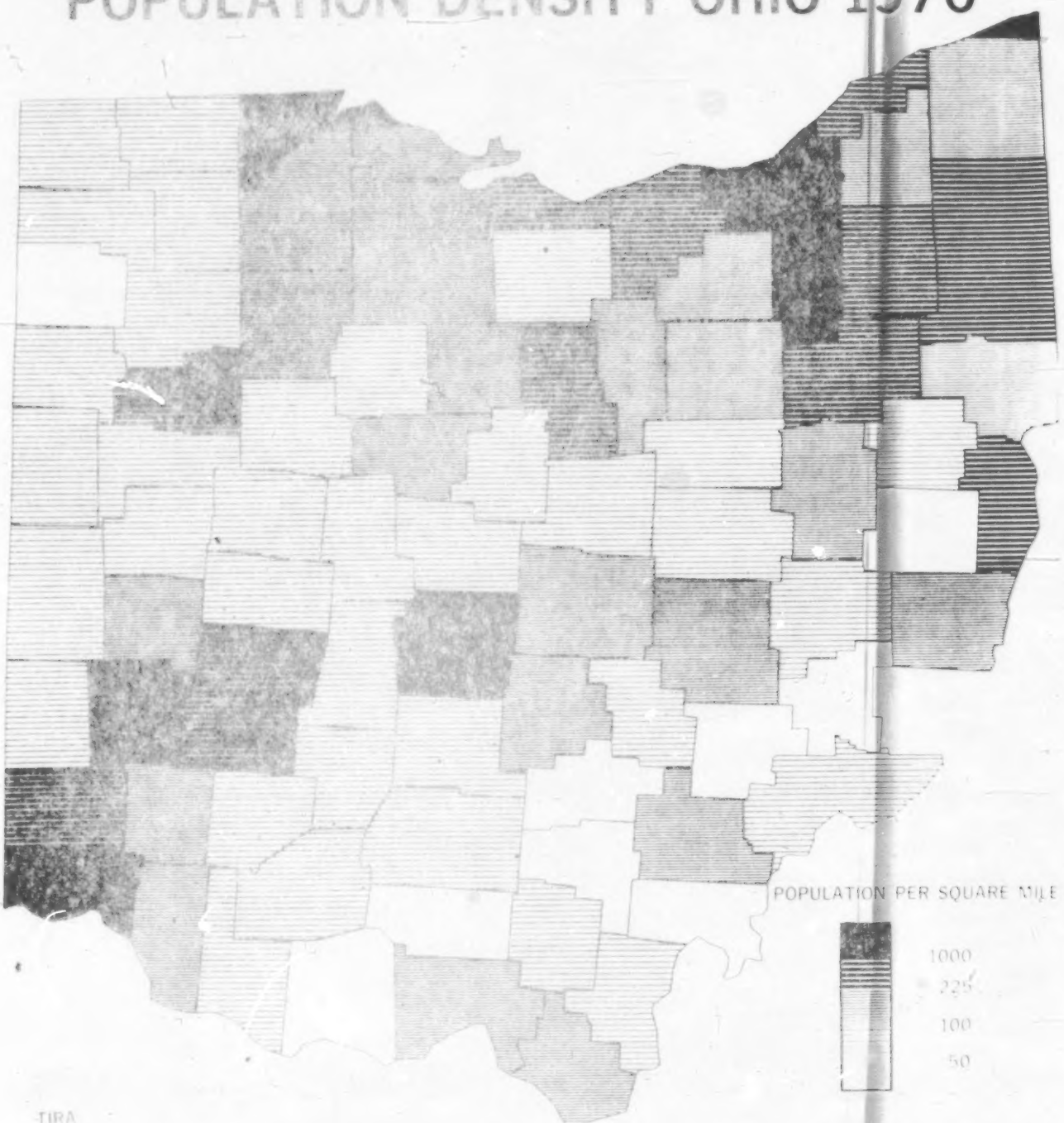
	1970-71*	1980-81
Bachelor's & 1st prof.	863,000	1,334,000
Natural sciences	188,860	257,200
Math, statistics	29,940	44,000
Engineering	44,650	48,530
Physical sciences	21,810	26,440
Biological sciences	38,460	55,630
Agriculture, forestry	13,100	18,410
Health professions	37,790	60,510
General science	3,110	3,680
Social sci., humanities	674,140	1,075,800
Fine arts	59,710	98,650
English, journalism	64,970	100,860
Foreign languages	21,840	34,530
Psychology	36,930	78,890
Social sciences	166,010	306,070
Education	136,650	184,120
Library science	1,110	1,810
Social work	4,690	13,560
Bus. & commerce	116,480	164,400
Other	66,050	92,910

	1970-71*	1980-81
Master's	**224,000**	**395,900**
Natural sciences	44,060	70,860
Math, statistics	7,770	13,420
Engineering	15,670	24,050
Physical sciences	5,940	8,720
Biological sciences	6,240	10,650
Agriculture, forestry	2,530	3,580
Health professions	4,910	8,730
General science	1,000	1,710
Social sci., humanities	179,940	325,040
Fine arts	14,210	25,060
English, journalism	10,000	17,810
Foreign languages	5,420	9,730
Psychology	4,820	8,270
Social sciences	20,500	38,200
Education	77,190	128,270
Library science	7,120	13,130
Social work	5,850	9,040
Bus. & commerce	26,270	60,530
Other	8,560	15,000
Doctor's	**32,000**	**68,700**
Natural sciences	14,650	26,060
Math, statistics	1,480	3,230
Engineering	3,820	6,100
Physical sciences	4,440	7,170
Biological sciences	3,540	6,590
Agriculture, forestry	940	2,000
Health professions	400	900
General science	30	70
Social sci., humanities	17,350	42,640
Fine arts	1,120	2,660
English, journalism	1,310	2,510
Foreign languages	1,010	1,880
Psychology	1,740	4,210
Social sciences	3,960	8,510
Education	6,210	18,380
Library science	40	80
Social work	100	230
Bus. & commerce	760	2,130
Other	1,100	2,050

* Estimated

APPENDIX B-1

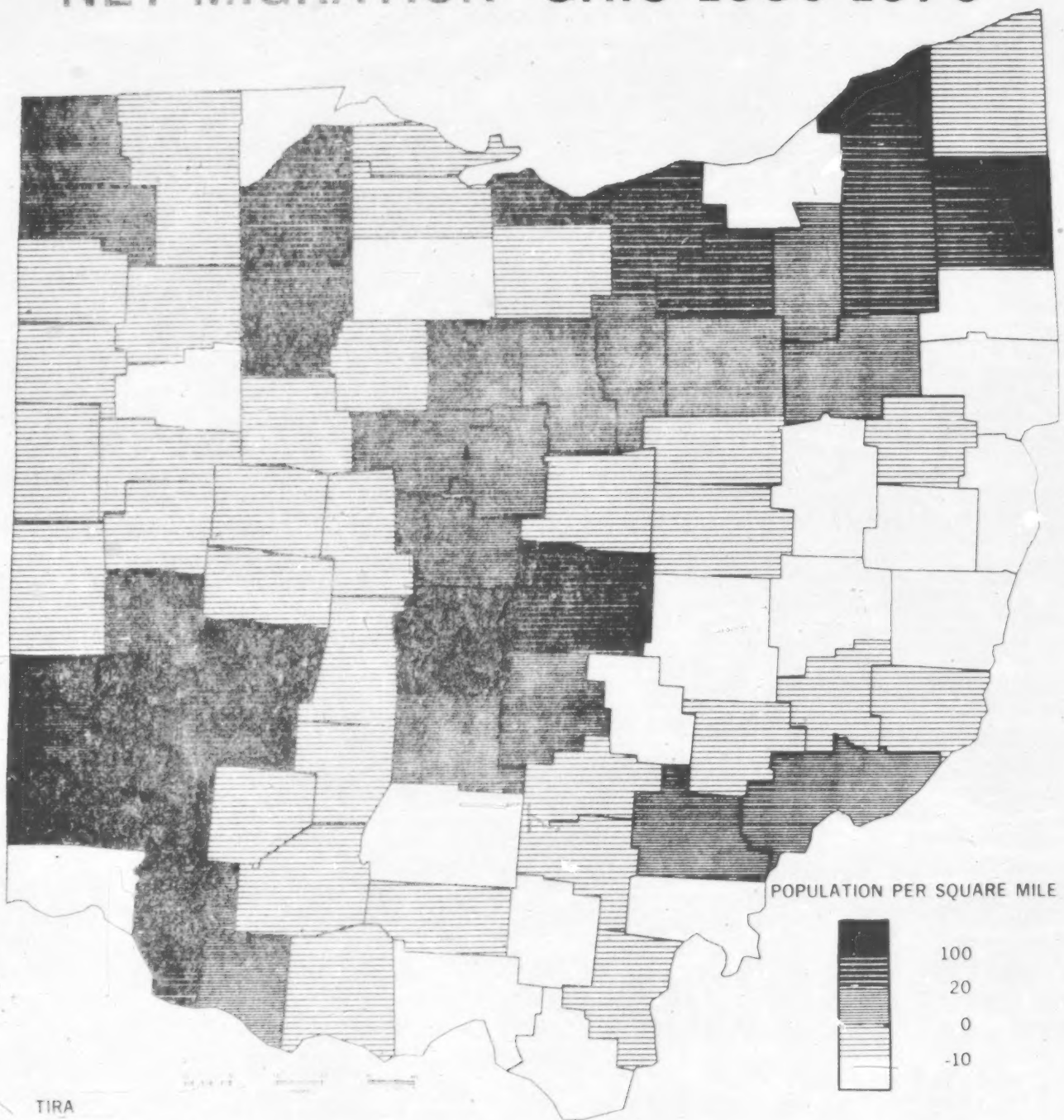
POPULATION DENSITY OHIO 1970



TIRA

APPENDIX B-2

NET MIGRATION OHIO 1950-1970



Some Questions Concerned with the Plans for an Extended Learning Program for the State of Ohio

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. There is a need for an External Degree Program in the State of Ohio.	45	71	36	4	0
2. Admission to an external degree program should be equivalent to admission to a State University.	34	54	24	36	8
3. I would encourage a friend or relative to enroll.	23	84	40	6	1
4. The awarding of credit for external courses will result in a lowering of quality of education.	3	31	36	64	22
5. The fees for part-time students in the external university should be the same as for the students at State Universities.	7	28	31	67	22
6. Ohio University should exercise vigorous leadership in the development of an extended university.	37	58	49	9	0
7. The Ohio legislature should fund this program as it would any university.	32	77	34	10	2
8. The program should be: (choose one number) 1-occupationally oriented, 2-academically oriented, 3-both occupationally and academically oriented.	18	15	126		
9. Electronic media such as TV, audio cassettes, radio and computer-aided instruction are suitable for instructional use in the external university.	64	82	11	2	1
10. I would be pleased to assist a student who needed to work with someone with my background and experience.	51	81	27	4	3
11. Volunteer and work experience of quality should be accredited by the program.	21	87	30	15	3

12. Some subject areas I believe should be incorporated are ranked as follows: (1 = most important, 18 = least important).

Subjects receiving the largest number of low votes: (most important)
- Technician Training
- Social Sciences
- Health Allied Professions

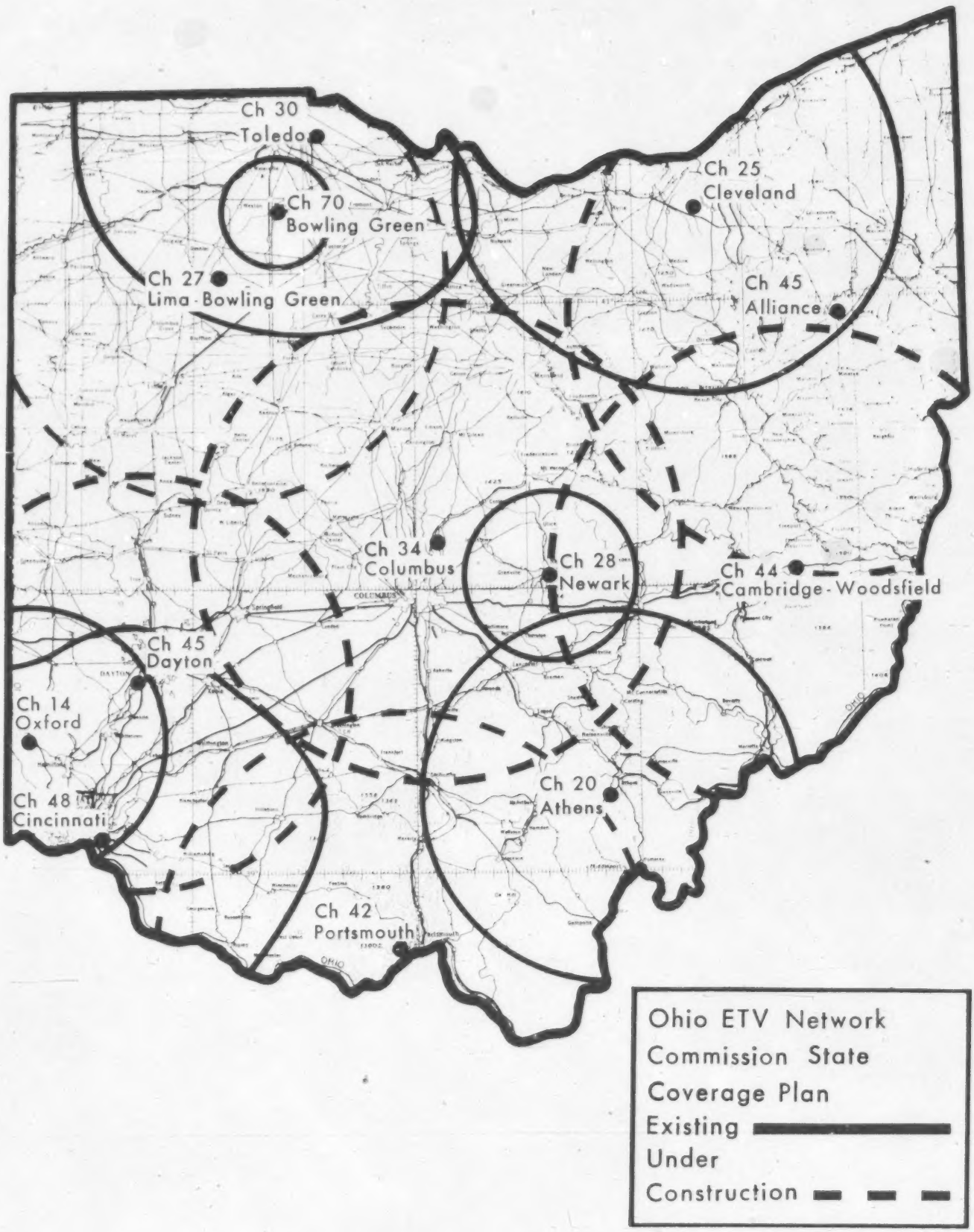
Subjects receiving the largest number of high votes: (least important
- Radio - Television
- Fine Arts
- Journalism

Accounting _____
Economics _____
Electronics _____
Health Allied Professions _____
Social Work _____
Physical Sciences _____
Natural Sciences _____
Social Sciences _____
Engineering _____
Technician Training _____
Journalism _____
Elementary and Secondary Education _____
Humanities _____
Business Law _____
Management _____
Radio - Television _____
Fine Arts _____

Others:

(Write-in responses)
- Service Occupations
- Recreation Specialists
- Technical Writing
- Computing
- Agriculture
- Transportation Management
- Comparative Religion
- Government
- Interpersonal Communication

APPENDIX D


Ch 30
Toledo
Ch 70
Bowling Green
Ch 27
Lima-Bowling Green
Ch 25
Cleveland
Ch 45
Alliance
Ch 34
Columbus
Ch 28
Newark
Ch 44
Cambridge-Woodsfield
Ch 45
Dayton
Ch 14
Oxford
Ch 48
Cincinnati
Ch 20
Athens
Ch 42
Portsmouth
Ohio ETV Network
Commission State
Coverage Plan
Existing
Under
Construction

APPENDIX E-1

Estimated Income Budget for 1971-79

	Year 71-72	Year 72-73	Biennium 73-75	Biennium 75-77	Biennium 77-79
First year - Study Committee and Staff	$24,000				
Pilot Project		$76,000			
FTE Enrollments per year	0	100	300	760	1500
Fte Subsidy Income[1] ($1000 FTE/Year Average Subsidy)	--	--	$480,000	$1,216,000	$2,400,000
Tuition and Fees Income[1] ($585) FTE/Year Average)	0	$47,000	$282,000	$714,400	$1,410,000
Initial Funding Support	--	--	$400,000	$400,000	--
Total Income	$24,000	$123,000	$1,162,000	$2,330,400	$3,810,000

1. The income is calculated on the basis that 80 percent of the subsidy and fees are earned by the extended learning program. Thus, for example in 73-75, subsidy earned is 300 x 2 years x $1000 x .80 = $480,000.

APPENDIX E-2

Estimated Expenditure Budget for 1971-1979

	Study Year 71-72	Pilot Year 72-73	Biennium 73-75	Biennium 75-77	Biennium 77-79
Staff Salaries	$16,000	60,000	140,000	250,000	330,000
Faculty Time		23,000	250,000	500,000	1,000,000
Television Network Production		8,000	280,000	430,000	520,000
Television Network Transmission (ONET)		4,500	100,000	300,000	470,000
Education Materials Production		7,500	100,000	200,000	400,000
Adjunct Faculty		4,500	90,000	200,000	330,000
Learning Centers Operation		9,500	92,000	230,000	400,000
Communications	4,000	3,000	40,000	80,000	180,000
Travel	4,000	3,000	20,000	40,000	80,000
Misc. Contingencies			50,000	100,400	100,000
Total	$24,000	123,000	1,162,000	2,330,400	3,810,000